School Name:	Cooper City High School
School Number:	1931
SPBP Contact Name:	Teresita M. Chipi
Direct Phone Number:	754-323-0208

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Team Members (SY 2019-20) who developed this SPBP:

Full Name	Position
Teresita M. Chipi	1. Administration
Warren Denise	2. BTU Representative, Math
Robert Neviaser	3. SPBP Point of Contact, Social Studies
Ana Safrin	4. Parent/Community Representation
Ronald Ziccardi	5. Guidance Director (grades 9-12)
Karen Thomas	6. Teacher- Social Studies
Rebecca Perlman	7. Teacher- World Languages
Jill Smitherman	8. Teacher- Physical Education
	9.
	10.

1B. Schedule of quarterly SPBP Team Meeting dates for 2020-21 school year:

Meeting Date	Meeting Time	Content of meetings:
10/16/2020	1:40 PM	1. Progress of Action Steps indicated in Implementation Plan in #9 2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
1/7/2021	1:40 PM	
3/18/2021	1:40 PM	
5/27/2021	2:45 PM	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed</u> **this year** (SY 2019-20) that increased faculty and stakeholder knowledge of the *new* SPBP: <mark>Due to COVID-19, these actions steps were not completed until the beginning of the 2020-21 SY.</mark>

Action Steps:	Dates *(Between Jan 15 and April 30, 2020)*	Details *(Sign-in sheets in SPBP Binder)*
Presented the *new* SPBP (for SY 2020-21) to *staff*	9/15/2020	# of participants = 181
Held a *faculty* vote on the new SPBP (for SY 2020-21)	10/1/2020	# of participants = 111 % approved = (75/111) x 100 = 67.6%
Presented the *new* SPBP (for SY 2020-21) to stakeholders (parents and community)	9/21/2020	# of participants = 34

2B. Action Steps <u>to be completed</u> **next year** (SY 2020-21) to increase faculty and stakeholder knowledge and understanding of the *new* SPBP:

Action Steps:	Dates *(SY 2020-21)*	Content *(Sign-in sheets in SPBP Binder)*
Provide professional development on the 2020-21 SPBP for all staff	Prior to students' 1st day: 8/12/2020	The team will present the updates in the SPBP for the 2020-21 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2020-21 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2020 9/21/2020	
Present the behavior data to all staff <u>quarterly</u>	1. 10/19/2020	The team will present: • the team's progress in the Implementation Plan in # 9. • the fidelity of staff implementation data in #10A. • the student outcome data in #10B.
	2. 1/8/2021	
	3. 3/19/2021	
	4. 5/28/2021	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents
1.   ZM-Tardiness Habitual - 349
2.   01-Disobedience/Insubordination - 105
3.   ZL-Class Cut (Skipping) - 87
4.   TU-Tobacco Possession/USE/SALE/TR - 43
5.   SB-Unruly/Disruptive Behavior - 36

3B. School-wide expectations are 3 – 5 positive characteristics *(not behaviors)* that counteract the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1.   Be Responsible
2.   Be Accountable
3.   Display Self-Control
4.
5.

3C. At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2020-21 and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	25th & 26th 2020	Throughout the day	Classrooms via MS Teams meetings
January	20th & 21st 2021	Throughout the day	Classrooms Face2Face or via Teams meetings
After Spring Break	April 20th & 21st 2021	Throughout the day	Classrooms Face2Face or via Teams meetings

CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD 2019-20:

Top 3 Locations, <u>not including Classroom</u>:	
School Location	# Incidents
1. **Other (e.g. late arrivals on campus)**	**221**
2. **School Grounds**	**103**
3. **Restroom**	**44**

4B. Expectations and Rules Chart for common areas of school campus: *(next page)*

School-wide Expectations and Rules Chart				
School-wide EXPECTATIONS	**Hallway Rules**	**Cafeteria Rules**	**School Grounds Rules**	**Classroom Rules**
Be Responsible	**Follow clearly marked paths**	**Form a single line**	**Wear face covering always**	
Be Accountable	**Leave/Enter class with a pass during class period**	**Dispose of trash in designated receptacles**	**Follow dress code**	
Display Self-Control	**Maintain physical distance of 6 ft. or more**	**Wait in line for your turn**	**Move directly to class**	

4C. At least one Rules lesson plan for **each** common location is distributed to teachers during pre-planning SY 2020-21 and are maintained in the SPBP Binder.

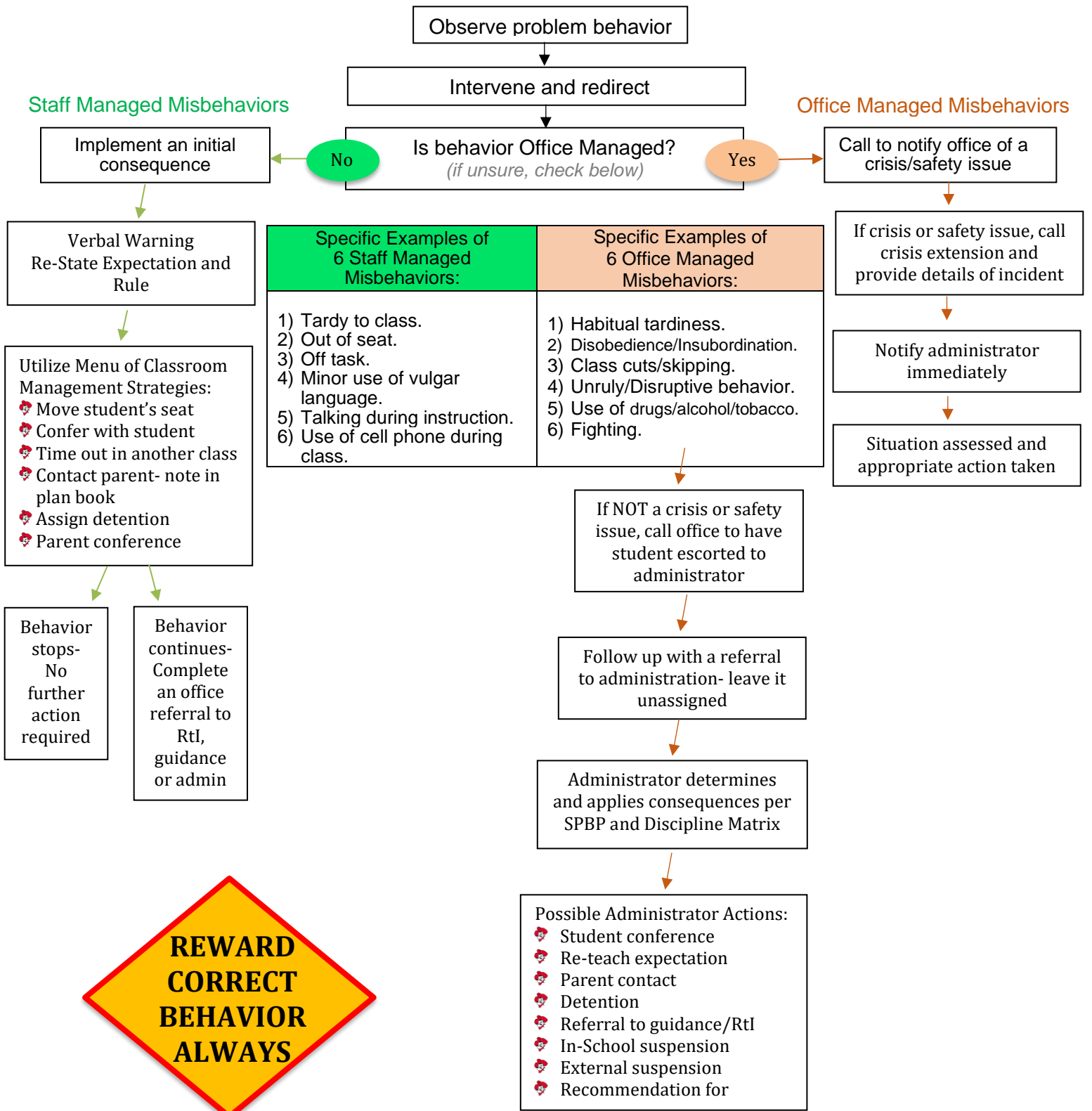| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	27th & 28th 2020	Throughout the day	Classrooms via MS Teams meetings
January	26th & 27th 2021	Throughout the day	Classrooms Face2Face or via Teams meetings
After Spring Break	April 28th & 29th 2021	Throughout the day	Classrooms Face2Face or via Teams meetings

CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation OR Location: <u>Be Accountable</u>

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: DMS referral data for Tardiness, Habitual** **Problem Identification Statement: The referral data shows that there is an increase in student tardiness, from 200 to 349 incidents for Tardiness, Habitual from 2018-19 to 2019-20.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students' increased use of social media into late hours of the night is causing a decrease in the number of resting hours resulting in increased difficulty in getting up to be on time to school.** **Goal Statement: By May 28, 2021, the number of referrals from habitual tardiness will decrease by 10%.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** *(≥ 5 sentences)* Opportunities will be available every day for students to arrive on time to school and classes. Instructional staff will award points for targeted students displaying habitual tardiness. Administrators will collect data for the quarter and/or semester. Students who have been referral free will be awarded points for positive behavior. These points will be redeemed via participation in special school-wide events specifically designed to reinforce positive behavior. Some examples include participation in lunchtime games, peace assemblies, clubs/sports, mentoring programs and other school-wide events.
4. Evaluation: A. Implementation fidelity	A. How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* Instructional staff will provide ongoing positive reinforcement, as well as administrators. At the end of each quarter or semester, administrators will ask teachers for their data to quantify points during the monitoring period. Students with zero referrals and instructional points will be recorded and rewarded.
B. Student outcome monitoring *(use numerical data)*	B. How will you know if the reward program is positively impacting **students**? What **measurable data** will you use to determine "success"? *(2-3 sentences)* To determine if the reward program is positively impacting **students**, the end-of-year data will be collected, disaggregated and analyzed. Meanwhile, quarterly reminders will be sent out to maintain momentum for both students and staff. A decrease in referral rates and anecdotal evidence will indicate success.

Student Behavior Discipline Flow Chart

Observe problem behavior

Intervene and redirect

Staff Managed Misbehaviors

Office Managed Misbehaviors

Is behavior Office Managed?
(if unsure, check below)

No → Implement an initial consequence

Yes → Call to notify office of a crisis/safety issue

Verbal Warning Re-State Expectation and Rule

Utilize Menu of Classroom Management Strategies:
- Move student's seat
- Confer with student
- Time out in another class
- Contact parent- note in plan book
- Assign detention
- Parent conference

Behavior stops- No further action required

Behavior continues- Complete an office referral to RtI, guidance or admin

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1) Tardy to class. 2) Out of seat. 3) Off task. 4) Minor use of vulgar language. 5) Talking during instruction. 6) Use of cell phone during class.	1) Habitual tardiness. 2) Disobedience/Insubordination. 3) Class cuts/skipping. 4) Unruly/Disruptive behavior. 5) Use of drugs/alcohol/tobacco. 6) Fighting.

If crisis or safety issue, call crisis extension and provide details of incident

Notify administrator immediately

Situation assessed and appropriate action taken

If NOT a crisis or safety issue, call office to have student escorted to administrator

Follow up with a referral to administration- leave it unassigned

Administrator determines and applies consequences per SPBP and Discipline Matrix

Possible Administrator Actions:
- Student conference
- Re-teach expectation
- Parent contact
- Detention
- Referral to guidance/RtI
- In-School suspension
- External suspension
- Recommendation for

REWARD CORRECT BEHAVIOR ALWAYS

CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2020-21, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
☐ CHAMPS	% of teachers currently holding valid CHAMPS certificate =
☐ PBIS Classroom Management *http://www.fl-pda.org/independent/*	% of teachers currently holding completion certificate =
☒ Other: Progressive Discipline	Training evidence: Sign-in sheet(s) % of teachers currently trained = 100%

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:

☐ CHAMPs 7 Up Checklist
☐ Classroom Snapshot (Classroom Management Assessment)
☐ PBIS Classroom Assistance Tool (CAT)
☒ Other *(specify):* Marzano's FTEM Model

7C. School year 2019/20 YTD percentage of classroom referrals:

Total number of discipline referrals **from classrooms**:	232
Total number of *other* **school-wide** discipline referrals (not including classrooms):	469
% of referrals in the classroom:	(232/469) x 100 = 49.5%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

If "**Yes**", school-wide classroom management professional development will be conducted *next year* in 2020/21:
CHAMPS Canvas Course   If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	2349	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	2268	96.6%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	74	3.2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	7	0.3%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes	☐No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your core is effective, what steps does your school leadership team take for *early identification* of at risk and high-risk students?
(b) If you answered "**NO"**, indicate the supports and interventions your school leadership team will implement *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 steps)*

1. Administrators and counselors analyze BASIS data for students who have a history of at-risk/high-risk behavior and academic progress.
2. Identified students are targeted for additional support, both academic and social-emotional.
3. Student plans are developed, implemented, and evaluated for effectiveness.
4.

8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)	
Black	8%	15%	+7%	☒Yes	☐No
Hispanic/Latin	33%	35%	+2%	☒Yes	☐No
White	49%	42%	-7%	☐Yes	☒No

8D. Disproportionality Action Steps:

If all three are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes	☒No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues
(b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub-group disproportionality

Disproportionality Action Steps: *(3-4 steps)*

1. BASIS data will be disaggregated to identify students in sub-groups for at-risk/high-risk behavior and academic progress.
2. Identified students in sub-groups will be selected for mentoring programs.
3. Identified students in sub-groups will work with mentor and program will be monitored and evaluated for effectiveness.
4.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County
GREY Font = Best Practices for all schools in Broward County
TEAL Font = Resources available at https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx

Month	Action Steps ☑ check when Action Step completed
SPBP Team Implementation Action Plan 2020-21	
Current	☑ Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	☑ Print up your SPBP Review and school score from OSPA ☑ Provide SPBP presentation to all staff during Pre-Planning ☑ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☑ Market and post school-wide Expectations and location-specific Rules ☑ Identify your district MTSS Instructional Facilitator (Donna Lindsay, Kathy Keith) (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☑ Confirm 1st team meeting date and time
August 1st meeting	☑ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☑ Review Implementation plan; check off completed Action Steps ☑ Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) ☑ Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) ☐ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students ☑ Review previous year's SPBP and feedback form; make necessary modifications ☑ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☑ Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	☑ Provide SPBP stakeholder presentation prior to October 1 ☑ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 ☑ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2nd meeting	☐ Review Implementation plan; check off completed Action Steps ☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Ensure Core Effectiveness Action Steps are being implemented as written
November	☐ Team to develop new and/or improved lesson plans as indicated by behavior data. ☐ Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3rd meeting Prepare for SY 2020/21 SPBP	☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after winter break ☐ Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the new SPBP ☐ Teams watch the new "SPBP Team Overview" Brainshark and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional)
March 4th meeting	☐ Ensure progress towards completion and submission of SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after from spring break ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	☐ Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. <u>Staff</u> implement the School-wide Positive Behavior Plan effectively:
*"Are **staff** implementing the SPBP with fidelity? How will you know?"*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine "successful" **staff implementation** of action step *(use numerical data)*
School-wide **expectations** and location-specific **rules** are posted across campus	By the end of the 1st semester, 50% of hallways and 100% of classrooms will have at least 1 poster of expectations and rules.
Expectations and Rules lesson plans are being taught as written and when indicated	By the end of the 1st semester, 100% of staff will be identified as using the behavior plan identified in the SPBP as measured by classroom observations.
The **Discipline flow chart** is being used by all staff as written	By the end of the 1st semester, 100% of staff will be identified as using the discipline consequences and flowcharts identified in the SPBP as measured by classroom observations.
A **reward system** is being implemented for *all* students	At the end of the 1st semester, all targeted students identified as having zero referrals will receive recognition. Teachers will be monitoring student behavior to ensure success in an ongoing fashion.

10B. The SPBP is successful in positively impacting **<u>students</u>:**
*"If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?"*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable **SMART** goal to determine "successful" **student outcomes** *(use numerical data)*
Behavior Incident data (See critical element #3A)	By the end of each semester, there will be 10% fewer number of students issued referrals for negative behavior than in the previous year.
Top 3 event locations data (See critical element #4A)	By the end of each semester, there will be 10% fewer incidences on Other (late arrival to school) than in the previous year.
Core effectiveness data (See critical element #8A)	By the end of each semester, there will be 10% fewer students receiving 2-5 referrals than in the previous year.
Classroom referrals data (See critical element #7C)	By the end of each semester, there will be 10% fewer referrals resulting from negative behavior in the classroom than in the previous year.